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ABSTRACT

A Pennsylvania Department of Education 1979 evaluation of the long-term educational grant program provided for in the Social Security Act 1975 Amendments is described. Interview schedules were developed and administered to supervisors and students working in Title XX agencies on effects of the just completed educational experience on job performance. It was found that 90 percent of students interviewed felt well prepared for working in the agencies, and all students saw value in the placement experience in increasing their skills and knowledge, and even more in developing more mature attitudes toward themselves and clients. Students generally did tasks typical of the level of the employees they were being trained to fill. All supervisors agreed that the students provided needed services, helped in handling the case load, and would be missed after the field placement since regular employees had to take over the cases and jobs that students had been doing. Responsibilities that students undertook during the fieldwork are indicated. Additionally, college contacts who supervised students placed in agencies were also interviewed. Eight schools had actual employees of Title XX funded agencies involved in their regular courses, or they offered special courses in these agencies. Samples of 38 student-workers and the supervisors of 30 employees were interviewed. It was found that workers and their supervisors were enthusiastic about most of the education and training. The major criticism concerned graduate programs that focused only on administrative areas and failed to meet the needs of agencies for experienced employees with advanced direct service skills. Program reports are presented from 14 colleges and universities. The major difficulties common to all programs were due to funding patterns (delay in approval and funding). Colleges involved include: Bryn Mawr College, California State College, Community College of Philadelphia, Elizabethtown College, Harrisburg Area Community College, Lock Haven State College, Marywood College, Montgomery County Community College, Pennsylvania State University, Shippensburg State College, Temple University, University of Pennsylvania, University of Pittsburgh, and West Chester State College. Sample interview schedules are appended. (SW)

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Evaluation of the Long Term Educational Grant Program of the Social Security Act, Title XX, 1978-80

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Evaluation of the Long Term Educational Grant Program, Title XX, Social Security Act, 1979-80

The Pennsylvania Department of Education (PDE) completed an interagency agreement with the Pennsylvania Department of Public Welfare (DPW) to administer the long term educational grant program provided for in the Social Security Act 1975 Amendments, Title XX. This Inter-Agency agreement provided for the agreed terms to begin October 1, 1978; it was signed by the PDE Deputy Secretary October 2, 1978; it was signed at some unspecified later date by the DPW officers; and the signed copy was transmitted to PDE by a memo from Deputy Secretary for Social Services Gerald F. Radke on December 26, 1978.

The PDE Bureau of Research and Evaluation agreed in June of 1979 to evaluate the program, and an evaluation plan was submitted to DPW. The evaluation design was accepted in principle, but a reduction in the number of proposed visits to each site and removal of several other proposed activities was suggested by the DPW reviewer. As a result of these suggestions, a major portion of the evaluation was dependent on the evaluation activities conducted by each institution receiving funding. Other related activity included the monitoring of each program by the PDE Program Officer in charge of Title XX and visits to selected sites by several federal auditors with fiscal or program responsibilities.

PROCEDURES

Two major activities occurred during the summer of 1979, when the evaluation effort was initiated. First, all new proposals were read prior to funding approval, and suggestions for strengthening (or including) the internal evaluation design were made. Second, after project approval, each institution was visited by the PDE evaluator to discuss evaluation plans and problems of each program. A secondary purpose of these visits was to convey to project directors the importance placed on an adequate program evaluation by the Departmentsof Education and Public Welfare.

During August 1979 the evaluator prepared an outline for Quarterly Progress Reports, including due dates two weeks after each calendar quarter, and set up a list of requirements and suggestions for evaluation reports to be submitted at the end of the projects. These materials were distributed to each of the institutions funded in both first and second round of fundings.

Included in the evaluation materials sent to each college or university was a form to be used in reporting names of students who were working in Title XX agencies, their agencies and their work supervisors. These lists of students were used to select a sample of Title XX agency personnel to be interviewed concerning the effects of their educational experiences. Interview schedules were developed to collect information from students and their work supervisors on effects of the just completed educational experience on job performance. These were designed to collect essential information in a minimum of time from overworked supervisors and employees. Appendix A shows the interview schedules for agency staff attending class and Appendix B contains the schedules used for students in field placement.

The interviews were conducted at work sites by the evaluator and/or a research assistant. Persons who could not be interviewed on-site were followed up by telephone. This proved to be an effective way to contact students who had left the college and work areas after the school term ended. Some schools were extremely helpful in helping the evaluators to locate Title XX agency workers; a few made it as difficult as possible. The students and their work supervisors, however, were always willing to cooperate and seemed pleased to be asked for their opinions. Unsolicted comments lengthened the interviews beyond the time planned by the interviewers.

Information from the interviews and from the reports submitted by the contractors will constitute the basis for this evaluation report.

RESULTS

Interviews

Students in Field Placement

The original plan in the evaluation design was to interview regular employees of Title XX funded agencies who were attending classes in or offered by schools of social work funded by a Title XX grant. A closer study of the actual situation revealed that there was a second group of substantial size that could be studied. This group consisted of full-time students in field placement in Title XX agencies for practica. Nineteen students were selected from such programs at Harrisburg Area Community College (HACC), University of Pennsylvania (U of P), The Pennsylvania State University, (PSU), Community College of Philadelphia (CC of P), Marywood College (MC) and Shippensburg State College (SSC) to be interviewed.

For information on students in field placement, three interviews were included. The student responded to four questions; the work supervisor at the agency responded to 10 questions, and the student's college supervisor of field work responded to three questions (see Appendix B). A single supervisor could have more than one student, and in one case there was no on-site supervisor. Table 1 shows the student responses to the field placement interview questions. It can be seen that 90 percent of the students interviewed felt well prepared for working in the agencies.

Responses to Question 2 suggest that all students could see the value of the placement experience in increasing their skills and knowledge, but even more in developing more mature attitudes towards themselves and clients.

Some of the questions in the Agency Supervisor interview were directly related to the first three student questions. A summary of supervisor responses is shown in Table 2. It can be seen by comparing Tables 1 and 2 that the following items are giving essentially the same information:

- student 1 and supervisor 3 (always complete agreement)
- student 3 and supervisor 2 (close agreement)
- student 2 and supervisor 4 (close agreement)

However, the number of students in each category may differ because supervisors could not be contacted for all students interviewed. Also, most students did a variety of activities, and Tables 1 and 2 show only a single area of service provided by the student.

Table 1

Interview Responses of Students in Field Placement

	HACC	U of P	PSU	CC of P	MC	SSC
1. How do you feel about your college preparation for field work?						
Very good	3	-	-	1	1	4
Good	-	1	4	3	-	-
Adequate	-	1	-	-	-	-
Bad	-	1	-	-	-	-
2. How did you change most while in the agency?[a] What did you learn?						
Learned agency procedures	-	-	2	-	-	1
Learned about community resources	-	-	2	-	-	2
Developed assessment/ intervention skills	-	-	1	-	1	-
More mature feelings about self-others	3	3	4	2	-	3
Used skills-theory from courses	-	1	1	1	-	2
3. What was your major service to the agency?[a]						
Case workers	-	2	2	1	-	3
Intake	-	-	1	2	-	-
Direct client service	2	-	-	-	-	1
Plan and start group (group therapy)	1		2		1	1
Other	-	1	1	1	-	-
4. Did the field placement experience influence your decision about what type of position you will choose?						
Yes	3	2	4	4	1	2
No	-	1[b]	-			2

[a] Multiple answers were possible.

[b] Student had previously decided; field experience confirmed that decision.

Table 2

Interview Responses from Supervisors of Students in Field Placement

	HACC	U of P	PSU	CC of P	MC	SSC
1. How long have you supervised this student?						
2-2 1/2 months	2		2	1		
4-5 months	1			1		5
6-9 months (part-time)		3		1		
2. What type of work did student do?						
Case worker	1	2	1			4
Intake	1		1	1		
Direct client service	1	1		2		
Group therapy, counseling					1	
Other						1
3. Did the student have adequate preparation for agency work?						
Yes	2	2	2	1	1	5
No	1*	1	-	-	-	-
*"No one is prepared for child welfare."						
4. What skills did student need to have developed?						
Assessment/Intervention	-	2	1	1	1	-
Knowledge of Community Resources	-	2	1	-	-	1
Agency Procedures	3	-	2	-	-	3
Feelings-Self/Others	1	3	-	-	-	1
Interviewing Skills	-	-	-	-	1	1
5. a. Did student provide a needed service?						
Yes	3	3	2	1	1	5
b. Other staff will take over these duties in all cases.						
7. Was the student service worth the supervisory time needed?						
Yes	3	3	2	3	1	4*
*The other supervisor reaction was mixed.						
8. How was college involved in supervision of the student's agency work?						
Telephone contact		1	2			
Visit(s) to agency	1	3	2	2		3
Other help from school			1			1
Weekly conferences					1	
Gaps in communication	1			1		
9. Would you hire student if you had an opening?						
Yes	3	2	2	3	1	5
No	-	1	-	(we did)	-	-
10. Does having students benefit the agency?						
Yes	3	3	2	3	1	5

Answers to the first supervisor question give a general idea of the amount of experience the supervisor had with the student; it should be noted that some students were full-time or almost full-time in the agencies, others were only part-time but for a greater number of months. Question 2 indicates that the work varied with the type of agency. Students generally did tasks typical of the level of the employees they were being trained for. Students from four-year or graduate programs were given professional tasks. Students from two-year programs or less than senior-level practicums were assigned paraprofessional duties.

With the exception of one supervisor who remarked that no one is prepared for child welfare, all agency supervisors except one felt students were prepared for agency work. That single exception remarked that the student, a graduate level student, had come directly from the undergraduate program to a graduate program with no field experience. She was completely unprepared for the "hard core untouchables" with which the agency worked. She was also the single student, in Question 9, who would not be hired by the agency if there were an opening. The supervisor felt she learned a lot, but not enough. The general feeling was that students had good theoretical backgrounds, were well prepared with incipient skills, and were able to pick up the specifics quickly.

In answer to Question 4, it appears that all students had to learn agency procedures, routine paperwork, and the availability and use of the network of other agency and community resources. Other areas of on-the-job development included crisis intervention skills, ability for rapid assessment of problem and best solution, interviewing skills, skills in giving support, understanding and acceptance of client individuality and differences in life style and self-confidence.

All supervisors agreed that the students provided needed services, helped immensely in handling the case load and getting clients served more expeditiously, and would be missed because regular employees had to take over the cases and jobs which students had been doing.

Question 6 concerned the supervisory duties performed by the supervisor. These duties involved all the regular tasks of supervision: selection and assignment of work, conferences on work-related problems, evaluation of reports and feedback to employee. In addition, some supervisors had regular conferences with the college supervisor, gave instruction in casework techniques, provided support in difficult areas and evaluated the practicum.

In spite of the extra time involved, all supervisors felt having students was worth it. In answer to Questions 7 and 10 they gave positive responses in three important ways:

- Students give a valuable service to the agency and its clients by providing skilled care, individual helpful client contact and the benefit of extra hands, more contact time.

- Students bring a sense of inquiry, excitement and creativity which is refreshing to the entire agency and its relationships with clients.

- Students bring new theories and a renewal of the knowledge base to the regular agency professionals.

In addition, there is some thought that the agency and community better understand the college and the college better understands the needs of the agency and community.

The extent of college involvement in the supervision of the student varied from a single visit or phone call to make arrangements for the placement to regular conferences. Some supervisors felt there were definite gaps in communication which were detrimental to a good educational experience for the student. Most seemed satisfied with the existing arrangement. However, remarks by agency supervisors who had experienced both more and less interaction with the college suggested that more interaction was preferred, and they felt the results of more college involvement were worth the additional time involved.

In all cases except one, the agency supervisor answered "yes" to Question 9. Not only would they hire the student, but in a number of cases they had already done so. In fact, it appeared that this was one of the real benefits to the agency; it gave them the benefit of actual on-the-job experience with prospective employees as well as an opportunity to hire workers who had already been oriented to the agency.

The third group of persons to be interviewed concerning field placements was college or university persons charged with supervising students placed in agencies. Because the academic term had ended, this group was the most difficult to contact. Supervisors of only 15 students were interviewed. The results appear in Table 3.

Table 3

Interview Responses from College Supervisors, Field Placement Students

	U of P (2 students)	PSU (4 students)	CC of P (4 students)	SSC (5 students)
1. Average rating of opportunities in the agency	3.0	4.75	4.75	4.2
2. Average rating of student use of opportunities	3.0	4.5	5.0	4.8
3. Would you use this agency again? Number of agencies:	2	2	4	4

Most of the responses were very positive, and professors seem to believe the agencies are providing valuable experiences to their students. In only one case a U of P professor remarked that they had no choice in continued use of an agency for placement.

In summary, six programs had students in field placement: University of Pennsylvania and Marywood which were masters level programs; Penn State and Shippensburg, bachelor's level; and the Harrisburg Area and Philadelphia Community Colleges, two-year programs. The overall impression of the interviews on the interviewers was that those involved were essentially positive. Students found the practicum experience educationally valuable, agencies found the experience inspiring and enlightening as well as beneficial from a manpower viewpoint, and the college supervisors felt the agency experience was developmentally important to the students. Only one institution among the six appeared to be below average in the opinion of all three groups interviewed. On the whole, the field placements in Title XX agencies have been a positive, successful and valuable experience for all those involved.

Title XX Agency Workers Taking Courses

Eight schools had actual employees of Title XX funded agencies involved in their regular courses, or they offered special courses in these agencies. From these eight schools, samples of 38 student-workers and the supervisors of 30 employees were interviewed. An attempt was made to include employees of a number of agencies for each school, taking only one or two per agency, but for some schools it was possible to contact only a limited sample. Elizabethtown College (EC) and Shippensburg State College (SSC) each had only one student in this category. The other schools were University of Pennsylvania (U of P), Marywood College (MC), Community College of Philadelphia (CC of P), West Chester State College (WCSC), Lock Haven State College (LHSC) and Temple University (TU).

Although the sample from some schools is very small, the total for all eight schools gives a picture of useful programs. Some schools have problems, as perceived by the agency employees, some agencies had internal organizational difficulties which interfered with the effectiveness of the courses, and some individual students have personal problems which biased their responses to the interview questions and to the educational programs. In spite of these detractors, the overall picture is one of educational programs which are useful to the students and which improve their effectiveness within their agencies. The student sample, which included workers of many levels, is shown in Table 4.

Table 4

Positions of Student Workers Who Were Interviewed

	SSC	U of P	MC	CC of P	WCSC	LHSC	TU	EC	TOTAL
Administrative	-	-	2	-	-	2	2	-	6
Caseworker/Manager	-	-	1	-	4	3	4	-	12
Social Worker	1	2	1	-	-	-	-	-	4
Social Service Aide	-	-	-	2	-	2	-	1	5
Court Liaison	-	-	-	-	-	-	1	-	1
Counselor	-	-	1	-	1	-	-	-	2
Counselor Aide	-	-	-	-	1	-	-	-	1
Income Maintenance	-	-	-	-	-	5	-	-	5
Clerical	-	-	-	-	-	2	-	-	2
Number each school	1	2	5	2	6	14	7	1	38

The student-worker responses to the seven areas of questioning are shown in Table 5. It can be seen that the workers interviewed were mainly experienced workers. Only two had less than two years of experience in the field of social work; the great majority were seasoned veterans of the field.

Table 5

Interview Responses from Agency Workers Taking Courses

		SSC	U of P	MC	CC of P	WCSC	LHSC	TU	EC	TOTAL
1. How long have you worked in this field? This agency?										
6 months or less	Field					1				F 1
	Agency	1				2			1	A 4
7 months to 1 year	Field	1								F 1
	Agency				1	4				A 5
2 to 4 years	Field			2	2	3	2			F 9
	Agency			3	1		4			A 8
5-7 years	Field		1	1		1	2	3	1	F 9
	Agency		2	2			3	3		A 10
8-10 years	Field			2		1	5	1		F 9
	Agency						2	1		A 3
Over 10 years	Field		1				5	3		F 9
							5	3		A 8
2. How many courses have you taken from this school?										
Only 1						4	11			15
2-4				1			3	1		5
5-7				2				2		4
8-10								1		1
Over 10		1	2	2	2	2		3	1	13
3. Are you working for a degree? Which one?										
Yes		1	2	5	2	1	2	7	1	21
Associate					2				1	3
Bachelors		1					2			3
Masters			2	5		1		7		15
4. Have you found the course(s) useful in your work?										
Yes		1	2	4	2	5	11	7	1	33
No				1		1	3			5
5. Is change due to coursework or other factors?										
Coursework				1		1	5	6		13
Experience						1	1			2
Combination		1	2	3	2	3	5	1	1	18
6. Are you continuing to take courses?										
Yes		1	1	5	2	3	7	7	1	27
No			1			3	7			11
7. Would you recommend any of your recent courses to a friend?										
Yes		1	1	5	2	6	12	6	1	34
How many?		3	1	9	9	6	14	15	4	61
No			1				2	1		4

An explanation of the response was requested in Question 4. Most of the employees who found the courses useful felt they had learned new skills, gained fresh insights, had new knowledge and understanding of areas of social service they had not mastered previously. Another positive result was gaining a review or refresher in a known field. Those few who found the course less than useful said they had no opportunity to use the skill or information, the course offered theoretical or background material or was too technical for the particular employee. In discussing a similar topic, supervisors tended to agree with employee on the areas of change in behavior as a result of taking courses and, to a certain extent, on the reasons for lack of change.

The reader should understand that for more than half of the employees, any evaluative statements were made on the basis of more than one course from the school. In the alternate case of 15 workers who had taken only a single course, the responses were made by workers in agencies receiving on-site extension courses from West Chester and Lock Haven State Colleges. These two colleges serviced a number of agencies, offering courses which the agency administrators had requested in a needs assessment. Some agencies then opened the courses to workers at all levels. This resulted in widely varying responses to Question 4 probes of "why." The same course was rated as extremely useful, too advanced and/or theoretical, and too elementary or "I had all this before," depending on the worker's level of previous training.

Despite such problems, the general evaluation of effectiveness was very high. Thirty-four of the employees would recommend 61 courses to others; only four would not recommend any.

A comparison of employee responses in Table 5 with the supervisor responses in Table 6 shows that there is indeed good agreement between the two views. All supervisors knew the employees were taking courses (Question 2), and 23 were at least somewhat involved in identifying employees' educational needs (Question 2a). Fewer than half were actually involved in course selection (Question 2b), however, indicating that perhaps the courses were prescribed by the educational institution as part of degree requirements or selected by the employees in response to their felt needs.

Supervisors of two thirds of the employees could see on-the-job behavior changes after the courses were taken. Types of changes discussed ranged from better assessment/intervention skills, report writing, problem solving and supervision skills, through new perspectives, more general knowledge and awareness of needs and problems, to more effective behavior and better adjustment to internal feelings and attitudes of others. The reasons for limited or no change in employee behavior included entering the course with a high level of skill, no opportunity to use it and supervisor's lack of opportunity to observe the behavior. One felt the coursework was inadequate, and one said it was too soon after the course for change to occur.

In answer to Question 5, the majority of respondents found the college or university useful in providing training or service needed to improve or maintain the agency services.

In looking at supervisor and employee related responses, there is reasonable agreement on effects of the courses on work behavior. It appears that the supervisors of some employees who found the courses useful in their work (Table 5, Question 4) had not noticed any behavioral change on the job (Table 6, Question 3). This might be expected where the usefulness involved employee knowledge and feelings. There is somewhat closer agreement on the reasons for the behavior change (Table 5, Question 5 and Table 6, Question 4). About 40 percent of employees and 26 percent of supervisors

Table 6

Interview Responses from Supervisors of Agency Workers Taking Courses

	SSC	U of P	MC	CC of P	WCSC	LHSC	TU	TOTAL
1. How long have you supervised this worker?								
6 months or less	1			1		1	1	4
7 months to 1 year		2		1	5	1	3	12
2 to 3 years			1			6		7
4 to 5 years			1			2		3
Over five years			1			2		3
No response					1			1
2. Are you aware worker has been taking educational courses?								
Yes	1	2	3	2	6	12	4	30
a. Extent of involvement in identifying educational needs?								
My recommendation		1						1
Quite involved		1	2	1	1	6	2	13
A little	1		1		3	4		9
Not at all				1	1	2	2	6
b. Involvement in course selection								
My recommendation		1			1			2
Quite involved				1	2	2		5
A little involved			1		1	4		6
Not at all	1	1	2	1	1	6	4	16
3. Can you see any change in employee's behavior on the job?								
Yes	1	2	3	2	4	6	2	20
No					2	6	2	10
4. If so, is it due to the coursework or to job experience?								
Course		1				3	1	5
Experience		1					1	2
Combination	1		3	2	3	1		10
Other							1	1
5. Has your agency found this school useful in providing education?								
Yes	1	1	3		4	4	2	15
No						1	2	3
Other		1[a]		2[b]		4[c]	1[d]	8

[a] Mixed feelings

[b] No direct contact with school

[c] First contact (3); no involvement (1)

[d] Not enough experience with school

felt the coursework was primarily responsible for the change, six percent of employees and 10 percent of supervisors felt experience was the prime factor, and the majority of both groups, 54 percent of employees and 58 percent of supervisors, attributed the change to a combination of factors.

In summary, it was apparent that workers and their supervisors were enthusiastic about most of the education and training. Workers felt it helpful to have the course in agency or at least conveniently located, but they also appreciated interaction with staff from other agencies. Supervisors placed a strong value on training even when behavior change was not observable; a typical comment was, "I know she got something out of it." The major criticism appearing in the interviews concerned graduate programs which focused only on administrative areas and failed to meet the needs of agencies for experienced employees with advanced direct service skills. This is obviously a philosophic disagreement which has not developed as a problem in the Marywood graduate program. The two-year and four-year undergraduate programs preparing paraprofessionals and professionals for direct service delivery are apparently meeting the needs of the agencies sampled.

Reports from Colleges and Universities

Bryn Mawr College

Bryn Mawr College proposed "the initiation of the first year of its three-year plan to institute a formal 'public welfare' course sequence. In a coordinated manner, field instruction, the development of teaching materials and classroom instruction focused on Title XX services will take place during the first year as the initial step towards crystalyzing Curriculum by year three."

The evaluation of this program is dependent on the reports submitted by the program director. Although students were placed in agencies, no names of possible interviewees were included in any quarterly reports. After the program ended on June 30, rosters of the agency on-site courses were included in the final report, but these students were not contacted for interviews because of their limited exposure (2 to 4 1/2 hours) to Bryn Mawr courses and because the major interviewer had completed her term of employment.

Field instruction, the first proposed area of activity, was completed in three ways. Students were placed for practica in 25 Title XX agencies; a course in supervision was held each semester for field instructors; and, following a needs assessment of agency staffs, eight requested courses were given in Title XX agencies to about 100 agency employees.

Course outlines and teaching materials were developed for two new courses. One course was developed for the strengthening of public welfare issues in the curriculum. It is expected that this course on the historical analysis of post World War II public welfare issues will be offered in the forthcoming academic year. The second course was developed to strengthen the public child welfare curriculum offerings at the school. This course brings together the legal and service delivery aspects of child welfare and is ready to be offered in the coming year.

The classroom instruction focused on Title XX service needs and included, in addition to the Supervision Seminar for Field Instruction, Social Planning, and Statistics and Data Analysis. This Statistics and Data Analysis course used field data from the Mental Health/Mental Retardation agency in Delaware County to supply students with real life data analysis. The MH/MR agency administrator was most appreciative of the results for use in his agency work.

The needs assessment conducted in connection with the field instruction was not included in the original plan. It was appropriately used, however, as a planning tool so that courses offered could closely follow training needs. Of 180 questionnaires distributed to field instructors and agency administrators, 56 were completed, 31 from Title XX funded agencies. The major training need areas identified were clinical social work skills, supervision and leadership skills, research and planning applications, and staff training development techniques. In arranging the schedule of seminars, training requests were matched with faculty expertise and availability.

In summary, it can be said that Bryn Mawr faculty completed the programs, services and tasks they proposed to do. In addition they conducted a necessary but unplanned agency training needs assessment. The report indicates that evaluations were done, but there is no summary report of any of these evaluations.

California State College

California State College proposed to "survey Title XX service providers in a four-county area, and involve in planning conferences those persons familiar with the training needs of their staff in order to develop course content that would be functionally specific in terms of enabling such staff to be more effective on the job." Other emphases were to be the problems of rural life and the development of a weekend/evening baccalaureate program for Title XX agency employees without degrees.

Planned activities included a training needs assessment of area Title XX agencies, the formation and action of five committees on curriculum development, evaluation of relevance and practicality of current courses in light of its usefulness in present or future employment roles, and integration of specific course entities into a comprehensive curriculum. Any implementation of the restructured curriculum and/or design of a functioning evening/weekend baccalaureate social work program would take place the second year. It thus appears that the entire first year was to be a planning time.

Activities reported in the October and January progress reports include hiring of an Associate Professor to direct Title XX activities, interviews with California State College personnel and Title XX Agency directors concerning part-time/evening/weekend courses and desired content, a review of relevant literature and collection of social work curriculum and assessment techniques, formation of advisory groups, and preparation of a Title XX Employees Training Needs Assessment instrument. During the next quarter the needs assessment instrument, Developing Programs for Human Service Personnel: A Regional Opinion Survey, was prepared, pilot tested, revised, reviewed by outside experts and cast in an excellent final format for distribution. Other activity during this quarter was focused on planning and preparing for a statewide invitational conference, "Technological Assessment and Educational Planning for Non-traditional Human Service Students," to be held in May. (Conference was co-sponsored

by the project and California State College.) The fourth quarter saw the accomplishment of both the survey and the conference, and the final period was used to complete the final reports of both projects. An internal paper was also produced presenting the college administration with recommendations for services to the social welfare community in the southwestern Pennsylvania area.

Continuing Education Needs Among Human Service Workers in Rural Southwestern Pennsylvania is an excellent report of the needs assessment survey results for 949 employees and volunteers in the human service sector. Slightly over half of the respondents were interested in continuing education on a graduate, undergraduate or nondegree basis. Of these three, the largest group was 44 percent preferring a certificate of professional training. The time preference of the group was for evening courses, although some other arrangements were chosen by up to 14 percent of the potential students. The most likely source of new students are social work staff, professional and aides, currently employed in the human service sector, although there was also substantial interest among volunteers. This comprehensive report discusses program, curriculum and support needs, conditions necessary for program implementation, and indeed describes fully all investigative procedures and analysis techniques used.

Nontraditional Human Service Students: An Assessment-Oriented Approach to Programs, Placements and Learning Outcomes is a well-edited compilation of all the papers presented at the May conference on educational planning and assessment of nontraditional students.

The third paper for California State College recommends development of model training courses in social work education, and the development of a community-based advisory group to assist in development of training modules to lay the groundwork for a part-time Bachelor of Social Work program. A total of 21 recommendations were presented, based on the planning, study and activity of the Title XX funded project.

Community College of Philadelphia

Community College had a six month grant from January to June, 1979 and a one year grant from July 1979 to June 1980 which was later extended to August 31, 1980. The main thrust of both proposals was establishment of a Title XX Education Unit within the Mental Health/Social Service curriculum. Proposed activity includes curriculum development in areas of aging to enable the offering of a well-balanced certificate program in Social Gerontology (these courses will also be available to the DPW funded "Training Institute for the Aged"); development of supportive teaching materials such as audio and video tapes in areas of interviewing skills, dealing with hard to manage clients and case management; and outreach into Title XX agencies to involve direct service workers in classroom instruction eventually to integrate them into the Mental Health/Social Service Curriculum.

The June 1979 progress report noted planning and administrative preparation which had occurred during the six month period but noted that no money had yet been received to fund necessary personnel. Intent to fund for the second proposal period was received in late August, and by the end of September the Title XX Education Unit was fully staffed with three professionals (one half-time), two part-time graduate students, and a secretary. Activities in the classroom instruction area have focused on planning and recruiting preliminaries with "umbrella" agencies such as DPW, MH/MR and the Philadelphia Corporation on the Aging.

During the 1979-80 academic year over 10,000 hours of instruction were provided to 178 employees of the Title XX funded agencies. In addition to class hours, the field instruction component functioned very efficiently. Almost 38,000 hours of service were provided primarily to Title XX direct service agencies. A computation of federal dollars divided by total classroom and field instruction hours shows a modest $2.50 per hour cost. In addition, 24 Title XX direct service employees and 15 other Human Service employees were interviewed and enrolled in the mental health social service program for fall 1980, exceeding the proposed new student goal of 15.

In addition to direct instruction substantial activity took place in curriculum development. Thirteen direct service courses were developed or refined including the following new offerings:

Caseline Management
Special Issues of Aging
Social Gerontology Certificate program completion
Human Development in Social Environment
Introduction to Helping Skills
Introduction to Gerontology
Drug and Alcohol Treatment
Case Management (noncredit)

The final report included course outlines, goals and objectives for these topics. It should be noted that because of funding delays and program termination the proposed teaching materials were not developed.

Another benefit to the college and to cooperating agencies was the completion of an administrative plan for coordinating field instruction. This will be used in working with the college administration to institutionalize a workable plan. Despite termination of the Title XX Education Unit as an entity, the Social Service program remains committed to Title XX employees.

Evaluation interviews were held with all 1980 graduates, with their field placement supervisors and with available members of the class of 1977. Data from these interviews will be available in early 1981. Despite the absence of these data, it appears that Community College of Philadelphia fulfilled the proposal contract for this project. Interviews of Community College of Philadelphia students substantiate the effectiveness of the college work. They were well prepared to enter field work, performed a valuable service, and indeed at least one was hired by the field placement agency as soon as possible. Agency workers already in positions and taking courses to upgrade their skills or perhaps work toward a degree found their coursework useful in their work and were enthusiastic about their work. All in all, this should be rated as a successful project.

Elizabethtown College

Elizabethtown was funded for two periods: January 1 to June 30, 1979 and July 1, 1979 to June 30, 1980, extended to August 31, 1980. This included Phases I and II of a proposed three phase effort to plan and institute a baccalaureate level social work extension program in Harrisburg. Curriculum development would include a survey questionnaire and interviews with social service agency administrators to update a 1977 Training Needs Survey. Teaching materials to be developed would focus on competency-based learning procedures appropriate to the adult student/employee. Classroom instruction would be provided for Title XX agency employees, using the curriculum framework and materials developed.

Although no money was received until the end of the Phase II funding period, the college permitted (and underwrote) the implementation of this phase. Two courses were taught at University Center in Harrisburg during the grant period, and a training needs survey was developed and distributed to agencies in Cumberland, Dauphin, Lancaster, Lebanon and Perry Counties. During the first quarter of Phase II, 12 Title XX agency administrators were interviewed and the returned training needs survey was analyzed. Of 343 questionnaires mailed, 83 were received in time to become part of the analysis. Thirty-three of these agencies representing 342 employees indicated training was desirable; they also selected appropriate training topics for their agencies. The analysis of results identified the areas of greatest need for training, information which was to be incorporated in the curriculum planning.

Curriculum development was a major thrust of the Phase II grant project. Courses in "Aging: Needs and Services" and "Family: Needs and Services" were developed, and the "Basic Helping Skills" curriculum was revised to include content suggested by agency contacts. A cohesive philosophical and theoretical framework was developed to encompass Title XX service deliverers in a comprehensive baccalaureate social work educational program. A manual was developed (and accepted by the college faculty review committee) as a guide for students who wished to apply for credit through demonstration of competence.

Since the entire curriculum is competency-based, performance-based assessment guides were developed for each course taught. Videotaping of educational materials was begun and outlines, goals and objectives were prepared for several additional tapes.

Guides for faculty who are teaching employed adults were prepared and given to faculty. A very fine monograph, "Andragogical Education: A Philosophic/Pragmatic Manual for Adult Educators" was also written by a Title XX Program Assistant for use by instructors in the adult program.

During the spring term two courses were offered at University Center with 8 and 11 students. Other interested students were interviewed, and contact was made with the HACC social work staff to continue cooperative efforts of needs assessment and course development.

Although this innovative program was threatened by the premature curtailment of funds, it appears that the program will continue to operate with Elizabethtown College support. The response of the adult students has been encouraging and suggests that the educational model is appropriate. Course development and administrative arrangements were pursued intensively, and results are impressive. There is a firm basis for proceeding with the program if one year of additional funding can be obtained to complete the preliminary work and make the program self-maintaining.

Harrisburg Area Community College

The program funded at HACC proposed to expand and improve the ongoing Human Service Career Program curriculum by incorporating in it training needs of Title XX paraprofessional staff in the DPW and provider agencies. Planned activities included identifying and developing specialized courses and sequences to meet the training needs of Title XX service providers, providing paths for student transfer to upper level professional programs, developing a system to equate and substitute work experience for field work credit, and offering courses evenings and Saturdays.

In carrying out the needs assessment and planning activities, HACC staff cooperated with Elizabethtown College and several other institutions to avoid duplication of effort. Questionnaires and interviews were used to assess training/education needs of DPW/Title XX provider agencies. Questionnaire results were disappointing. Workers were not able to identify their training needs with much specificity, but some useful planning information was obtained. The personal interviews of agency supervisors, however, produced more information which reinforced and extended that obtained from the questionnaires.

On the basis of the needs assessment findings, courses developed to meet the most pressing needs were a modified version of "Introduction to Social Welfare" (Sociology 120) to be offered evenings at the Dauphin County Board of Assistance, and a series of mini-courses to be offered free to agencies. Nine students passed the Social Welfare course, six of them will take the next course in the series in fall, 1980. The eight mini-courses are a series of ten three-hour lectures on eight topics of special interest and need in the area agencies which were surveyed. Sixty-four sections of mini-courses were presented to 722 participants at 11 sites.

To evaluate the effects of the mini-courses a true/false test was used to test knowledge at beginning and end of courses and course evaluation forms were completed by participants and instructors. The three groups who completed the true/false tests before and after mini-courses showed an average (mean) improvement of 15 percent of items. Two mini-courses developed for day care workers and attended by 35 day care staff showed increases in pre-posttests of 18 percent (Classroom Management) and 12 percent (Communication). Overall response to all the mini-courses was excellent; participant ratings ranged between 3.0 (good) and 4.0 (excellent) on a four-point scale.

To assist students in transferring to Elizabethtown College's four-year program from the HACC two-year program, a transfer agreement was worked out, and a brochure describing required courses was prepared for student use.

The field work component planned in the original proposal seemed premature this year because no student workers met the 25 credit prerequisite for field work and there were no openings for new staff. This component will be explored at a later more appropriate time.

It appears that HACC has fulfilled successfully all proposed activities except the premature field work component. Pre/posttest scores and program evaluation data included in the final report indicate that the course activities are successful, effectively filling the needs of the students. Evaluations of the overall social work curriculum at HACC from three students in field placement and their supervisors are overwhelmingly positive; they state that students are prepared for field work and provide a useful service while in the placement.

Lock Haven State College

Lock Haven proposed to develop a Social Work Educational Extension program that would provide courses in generic social work practice skills on a credit or noncredit basis within County DPW's or Title XX Service Provider Agencies or in regional centers. To assist in needs assessment and program planning, Lock Haven proposed to include a week-long workshop for social work agency directors and supervisors and the establishment of an agency advisory committee. The proposal time was 15 months.

In June the planning conferences were held; two groups met with Lock Haven faculty for two and one-half days each. This combined group of faculty and 23 agency representatives prepared the plan for service to be offered in various agencies and, in some cases, began to negotiate contracts for training. Eighty-six students directly employed in County Boards of Assistance and Title XX provider agencies and 25 undergraduate students were enrolled in the program during the fall semester at five satellite sites and at the college. Similar arrangements were made second semester. A pre/post questionnaire was given, ostensibly as an evaluation instrument, but most items were descriptive or demographic rather than evaluative. Some items did explore appropriate responses to particular social work problems, but no analysis was done of changes which might reflect course effects.

The state level interview sample had 14 workers and 12 supervisors. This was a larger sample than any other institution in the study. In interviewing workers from the fall semester courses, the interviewer felt factors such as forced attendance at a very busy crisis time, too wide a range of positions and experience levels in the same course and other outside factors may have affected the success of the experience. Therefore, a sample was selected from spring semester participants. Despite these problems, 11 found the courses useful in their work, three felt it was theoretical and good as a foundation for further study, it was too technical, or they had no opportunity to use it. Five attributed change in their behavior to the course, one to experience on the job, and five to a combination of coursework and maturity. Exactly half of the supervisors felt they could see on-the-job changes in worker behavior. Tables 4, 5 and 6 show the interview results. It appears that the Lock Haven program of courses offered in agencies to meet specific agency needs has been successful in spite of problems. Remarks offered by interviewees give a strong suggestion that the taste of college work has motivated a number of agency paraprofessionals to try to get more education. Arrangements by the college to continue the extension courses in or near Title XX agencies would be a service to the agency workers and possibly a good recruitment technique for continuing education.

Marywood College

Marywood had two Title XX projects: "Title XX Public Social Services Education Programs" from September, 1978 to June 1980; and "Northcentral Counties Part-Time Master's Degree and Continuing Education Program - Phase I" from July 1979 to June 1980.

The first proposal was an effort to expand and improve part-time educational opportunities to DPW and Title XX provider agency personnel who would otherwise be unable financially to pursue graduate education. The action proposed to meet this

goal included further development of the part-time Master of Social Work degree programs offered in Scranton and Lehigh Valley, further development of the Continuing Education program, and establishment of a continuing education project at the United Services Agency of Luzerne and Wyoming Counties.

The second project proposed a one-year needs assessment and planning project to assess the social work education needs of the 12 counties in rural Northcentral Pennsylvania and to plan how to provide for those needs. The thrust of this program is fourfold: first, social work curriculum development; second, development of a plan for meeting identified social work education needs; third, development of a consortium of educational institutions to respond to identified needs; and fourth, development of a plan of action for delivery of educational services.

During the 1978-79 funding period, considerable progress was made in development of the part-time master of social work (MSW) degree programs. Students were enrolled in the programs offered at Allentown College and the Saturday and evening programs at Marywood campus. Continuing education courses were offered at Marywood Saturdays and evenings and also at the United Services Agency of Luzerne and Wyoming Counties.

During the year, over 300 regional human services practitioners were provided with ongoing competency-based continuing education opportunities. In excess of 125 part-time students participated in the school's two part-time Master of Social Work degree programs. The majority of these students were either employed by, or assigned practica activities at, Title XX or other State Agency-funded programs. More than 75 full-time Master of Social Work students were engaged in coursework that reflected Title XX content. In sum, approximately 500 persons have been exposed to continuing and graduate education opportunities because of the support Title XX funds provided to Marywood.

As part of the part-time MSW program, Marywood developed an evening and weekend practicum program to provide supervised experience.

All workers and their supervisors interviewed considered the Marywood extended MSW program an excellent opportunity to advance themselves. They were the most enthusiastic group interviewed. Responses indicate that the part-time program is just what professional people need, and Marywood is providing a real service and doing it very well. They would recommend the courses to others, are finding them useful in their work, and feel grateful they have this opportunity to be associated with other professionals in an educational experience while working full-time.

The Marywood extended MSW program seems to be meeting a significant need for professional training. Classes are scheduled in a realistic way for part-time students who are full-time workers. Perhaps this pattern could be duplicated in other areas, especially by other graduate schools.

Montgomery County Community College

The purpose of the small grant to MCCC was to develop curriculum and related teaching materials that will expand the capacity of the Human Services Program to respond to DPW and Title XX provider agency training needs at the paraprofessional level. During the first year, some classroom instruction would be used to pilot test the materials developed. This project had three major components:

(1) Developing a competency-based curriculum for paraprofessionals delivering Title XX services.

(2) Developing a model for teaching information and referral skills.

(3) Developing three new courses (and teaching materials) to train direct service providers in center service for the elderly and counseling service. Courses are "Fitness and Recreation for the Elderly," "Providing Volunteer Opportunities," and "Hospice and Grief Counseling."

The products of these three components are massive, a significant contribution to the helping field, and invaluable for use in MCCC courses for which they were developed.

The project to develop a competency-based curriculum had two major activities: interviews of Title XX service providers concerning which of the competency statements were relevant to their agencies, and interviews of faculty to determine which competency statements were or could be addressed by their courses. Some competencies were considered germane to all courses and agency settings. Faculty and agency supervisors were interested in their attainment by all students and Title XX service providers. The hiring and evaluation of workers on the basis of demonstrated competency rather than credentials is hopefully the direction of the future and should add significantly to the quality of service. This project on competency is a beginning to the integration of specific competencies in all phases of curricula. It requires further development, but will provide a sound basis for that development.

The second component, Information and Referral Skills, offers a basic and pragmatic approach to a service skill hardly identifiable and haphazardly implemented in the service delivery system. After interviews with Title XX providers had confirmed that information and referral skills are a necessary function for paraprofessionals, a generic model was developed for teaching these skills. A teaching module with videotaped materials was prepared and field tested in a Human Services seminar, including an introduction to the automated Community Resource Information Service (CRIS) system. Student evaluations of this teaching module, given as part of a general human services course, indicate that students considered it useful in actual work situations. The presentation of CRIS was seen by students as especially important. The final report includes the outline of the teaching module, with work sheets for the videotapes, reading assignments and course bibliography. It is a significant addition to the MCCC courses available to paraprofessionals in the helping fields.

The third component, the development of three new courses and related teaching materials to expand and improve the training of Title XX direct service providers in center service for the elderly, resulted in the production of three excellent collections of material. Each of these will be discussed separately.

The purpose of "Fitness and Recreation for the Elderly" was to develop a course and teaching materials to meet the needs of those who provide fitness and recreation activities to older adults at centers. The course plan was developed, an instructional videotape prepared and a viewer manual written to accompany it, a manual of Search Procedures for Researching Topics in Gerontology was assembled, an extensive annotated bibliography was prepared, and the course was tried in the Spring of 1980.

Evaluation of the course and the instructor was done by Human Service and Physical Education students. The videotape was also evaluated by an "independent expert" from Temple University in the field of physical fitness for older adults and by graduate students who work in the field of gerontology. Students rated the course and instructor with an average rating of eight on a nine-point scale (nine being "most outstanding"). The videotape received mixed evaluations: the content was considered very useful in understanding the needs and abilities of older adults in the areas of physical fitness and recreation, but the technical quality of the videotape was less than desired (comments included: poor lighting, not enough variety in camerawork, fuzzy and sound quality only average). Overall, this course promises to be extremely useful in filling a training need for workers (and students training for work) with elderly citizens.

The purpose of the second segment was to develop a course relating to the provision of volunteer opportunities by Title XX service providers. A needs assessment of Title XX field personnel indicated that new areas of volunteer opportunity will be within the services which help older persons. The needs assessment findings also emphasized the awareness that volunteer coordinators should be proficient in training the volunteers, and suggest that there is indeed a population of potential students with specific needs in the area of managing volunteers.

A course, "Volunteer Administration," was developed to explore the fundamentals of volunteer organization and management from an administrative perspective. In addition to the course outline and a 15-page annotated bibliography, a Manual was developed as a guide in the teaching of the course. The Manual is also a basic guide for those who manage all types of volunteer programs. The manual includes references, suggestions and examples for all phases of volunteer administration from the initial recruiting, interviewing and placement activities, through training, rights and responsibilities of volunteers, through skills and knowledge needed for successful relationships in management of volunteers. It is indeed an inclusive and excellent manual. Portions of it were used in an experimental course which combined students and volunteers from RSVP in a course, "Introduction to Aging." Both students and volunteers were enthusiastic about the relationships developed, the understanding gained, and the entire experience. Not only was the course itself eminently successful, but the portions of the Manual used in this volunteer program proved to be viable and effective.

The third project in the service to the elderly segment was in the area of hospice outreach. The purpose of Hospice Outreach was to develop and apply a training manual whose purpose is to prepare existing appropriate Title XX agency employees in effectual psycho-therapeutic methods for in-home patient care of the dying. This program is designed to provide maximum service to the recipients and at the same time to make possible more in-home care and reduce institutionalization needs and costs.

An excellent manual was written, a 36-page bibliography was prepared, the materials were tested in a course, Death and Dying, and a questionnaire administered to assess the effectiveness of the course and materials. The response to the questionnaire by 82 respondents showed an overwhelmingly positive evaluation of the course. Some were not in a position to apply the skills learned, but of those who worked with dying persons and their families, all felt they were equipped to provide better quality terminal patient care.

The outstanding result of this subproject is the Hospice Outreach Manual. It is written in easily understandable language and includes the basics of caring for the dying, the family and/or friends, and for the worker to prevent burnout, breakdown or depression. A major publisher has expressed definite interest in publishing this manual when it is ready. This evaluator thinks that some reorganization and editing may be needed, but the material and style of presentation are indeed worthy of dissemination.

Montgomery County Community College has fulfilled its proposal as promised with outstanding products in five areas. Even though funding has been discontinued, the results shown in this single year are worthy of a larger grant and will prove their value in years to come as they are institutionalized.

The Pennsylvania State University

The Penn State program proposed to staff field instruction units at three agencies: The Centre County Board of Assistance (CCBA), Centre County Children and Youth Services (CCCYS), and the Centre County Office of Mental Health and Mental Retardation (MH/MR). It was expected that on-site instructors would provide increased learning opportunities for undergraduate students placed in these public service agencies. The specific objective was to improve the level of service to Title XX eligible recipients in three rural public agencies. Three University professors were involved in providing staff seminars related specifically to the Title XX Comprehensive Services Program Plan and identified DPW manpower topics previously specified in the proposal.

During the project year and the additional quarter extension, 17 students have been placed in the three agencies and each completed a 10-week block of service. In addition, some of the students have continued to provide services on a part-time basis as independent study after they completed the placement. Three major factors have prevented the placement of more students per semester: first, the MH/MR and CCCYS offices were so lacking in space, no place could be found for more students to work; second, the CCBA administration had no time to spend in student orientation and worker attitudes were bad, so they were dropped as a placement site; third, lack of public transportation sharply reduced the number of students able to accept placement and appropriately handle cases. Present fiscal crises have forced the reduction of staff on CCCYS and probably MH/MR. This increases the value of student interns and the need to orient them quickly so they can provide client services.

Despite these difficulties, students in the field instruction units were able to provide valuable assistance to all agencies and their clients, including the following services:

- Development of a standardized process for orienting students to their agency and to other community service resources.

- Presentation of information about the nature and extent of agency services to appropriate community groups as part of the various agencies' responsibilities of public awareness and educational service to the community.

- Fulfill intake, referral and screening responsibilities for potential clients in all agencies.

- Function as case workers within the agencies.

- Establish an intake unit at the Children and Youth Service which increased the number of children who could be served in that agency or in other community agencies.

The interviews of students and their supervisors revealed that all agency supervisors felt students provided helpful services. They were enthusiastic about the fresh approach and questioning attitude brought by students as well as about their work. They said students were well prepared and benefitted from the experience.

The agency staffs themselves received additional service in the form of in-service seminars for regular workers. These seminars were tailored to the specific needs of each agency by personal interaction in each agency with a particular university staff member.

In summary, this project has resulted in the exposure to and involvement of undergraduate social welfare students in the delivery of public social welfare services; increased manpower and staff development opportunities for employees of three public welfare agencies, closer ties between academic and practice communities, and expanded and improved services to Title XX eligible clients in rural Centre County. This must be considered a successful Title XX project.

Shippensburg State College

The Shippensburg Title XX program proposed to develop field and classroom instruction and curriculum and teaching materials for training Title XX children and youth and public assistance staff in Adams, Cumberland, Franklin, Fulton and Perry counties and SSC BSW majors in knowledge and skills for providing placement and protective systems to children and youth, their families, and their major resource systems.

Activities to accomplish these objectives included placement of students in Franklin, Lebanon, Perry and Adams County Children and Youth Services during both academic semesters, workshops held for field instructors on program objectives and elements of the field instruction/supervisory process, and development and administration of an instrument to assess training needs of direct service staff in Southcentral Pennsylvania Title XX agencies. In response to the training needs identified as most important, four new courses were developed and offered on both a graduate and undergraduate level. Weekly faculty-led case conferences at Franklin County Children and Youth Services were attended regularly by the service provider staff and provided a valuable in-service training experience.

During the two semesters 126 students benefitted directly from class and field experiences made possible under the grant. These students are better prepared for providing direct social services, especially in protective and placement services in child welfare. Twenty-three of these students experienced field placement in a county children and youth services agency. Interviews with students and their agency supervisors showed that both groups were enthusiastic about the placement. Students were well prepared for field work, needed mainly to get acquainted with procedures and practices of the agency and community before becoming valuable assets, learned much about coping with their own feelings and the feelings and attitudes of clients, and brought not only manpower but their creativity and new ideas and theories to the regular agency staff. The director of one CC&Y service noted that about half their new staff members came from those in placement. "We like having them, and the best I've seen are from Shippensburg."

Other activity included the development and documentation of courses in "Social Work Supervision," "Interviewing and Counseling," "Methods and Processes II: Family Counseling," "Interviewing and Counseling," and evaluation of field work. An extensive Casebook in Social Work Methods and Processes: Child Welfare Settings of over 200 pages was developed by Dr. Anderson, using case studies reported by students in field placement. It is a casebook of direct service generalist social work practice in child welfare settings. It is an excellent accompaniment for a course in social work methods and processes.

All of the foregoing activities and products suggest that Shippensburg has successfully fulfilled the objectives of their Title XX grant.

Temple University

Temple had two separate programs funded for two years. Part I is Improvement of Undergraduate and Graduate Programs and Part II is New Career Ladders in Social Welfare.

Part I of the 1978-79 proposal provides for classroom instruction directed to the training needs of service delivery personnel. The curriculum content is focused on a generic training base and upon specificities within the client populations: aged, child/family and mentally ill/mentally retarded. The proposal states, "The overall goal of the BSW/MSW Programs proposal is to integrate the Pennsylvania Title XX service program and the Department's (DPW) manpower needs into competencies for direct practice." This goal is repeated in the 1979-80 proposal. A high priority is the extended degree (part-time) MSW program and on-site continuing education or degree credit courses at large public institutions. The major curricular innovation for this year is the fall implementation of the MSW Extended Degree Program in Harrisburg for degree candidates in full-time employment.

The final report for the 1978-79 year indicates that an offering of courses was in place at the main campus and that 129 students received the BSW degree, 120 the MSW degree, and 56 received a Certificate in Child Care. Four courses were offered in the MSW courses at Harrisburg University Center, and a cohort of 20 students were admitted to candidacy for the MSW there. Some ongoing evaluation activity is reported and described, but not a glimmer of this evaluation data is allowed to appear in the report. The 1979-80 final report indicates that the faculty worked toward modifying the curricula to be more in compliance with and supportive of the 1979-80 Pennsylvania DPW Annual Services Program Plan. Course content in every offering was carefully matched against the service areas, objectives and tasks. Otherwise, courses were offered as usual, Extended MSW in Harrisburg continued and, in fact, a new cohort was formed for 1980-81. Once again it was stated that students and faculty evaluated courses and that recommendations would be made to the faculty, but no hint of evaluation results from this effort or from the graduate follow-up was allowed to appear in the report.

Part II of the 1978-79 proposal concerned "New Career Ladders in Social Welfare," a program for students who do not meet the university's formal entrance requirements. It proposes an educational program to respond to training needs of Title XX service providers by designing and implementing competency-based educational learning modules for persons currently working as direct service providers. These instructional modules will supplement regular coursework in enhancing the knowledge, insights and skills of social service workers and increase the emphasis on learning by doing and improve the student/worker self-involvement in responding to agency needs. The 1979-80 proposal repeated the same material and added a page of evaluation design.

During 1978-79, six MiniCourse modules were developed and implemented, full professional Social Welfare courses were provided, and teaching materials were designed to enhance all of these. The cumulative averages of New Career Ladder (NCL) students during the funded year were: 2.51 in the 1978 fall semester, 2.55 in the 1979 spring semester and 2.62 for the first 1979 Summer Session. In June, students, alumni and others participated with the faculty in an evaluation workshop. This seventh annual workshop/conference evaluated program services and operations.

At the 1979 evaluation conference, 54 students completed an evaluation of services. They expressed satisfaction with the way social welfare courses are taught, types of SW courses offered, and the availability of NCL instructors and the help they provide. The two areas of concern were financial aid and availability of tutors. Non-SW courses and instructors were seen as only so-so by about half or more of the respondents.

During the 1979-80 year 113 students were accepted into the undergraduate program through NCL. Additional teaching materials were developed to improve the six minicourse modules and other social welfare courses. Again, as in previous years, NCL students participated in planning and implementation of the eighth annual evaluation workshop conference in June 1980. The final report contained course outlines for Social Welfare 11 and 12, teaching materials, papers from students, evaluation comments from participants in the Group Interaction Seminar, lists of course participants, and, bound separately, the report of the annual evaluation workshop conference.

All the evidence of the NCL program was positive. The student papers give evidence not only of excellence in learning to study and use a variety of sources in organizing a term paper but also much devotion and time spent by the instructors in not merely grading the papers but including helpful comments. This evaluator would have been more critical of the grammatical structure and mechanics of the writing, but the content was satisfactory.

An attitude questionnaire completed by participants in the 1980 evaluation conference resulted in much positive data. Students valued their Social Welfare courses and instructors much more than other courses. Responses indicate that the NCL program, advisors and individual sessions within the program were considered most helpful. On a three-point scale (good, fair, poor), 73 percent felt their progress as a student was good; tutorial help was rated as good by only 38 percent and fair by 46 percent; 63 percent felt their study skills were fair; and University financial and counseling was seen as poor by 30 percent and fair by 40 percent. Their responses to possession of skills needed in social work were overwhelmingly in the "improved" column. Thus, by self-evaluation, NCL students rate the NCL program as successful.

Interviewing Title XX agency employees taking courses at Temple was a task made difficult by the resistance of the Temple faculty. A list supplied as part of a quarterly report after the first semester was not current. A request for a second semester listing to be sent while the interviewer was under contract was ignored; however, an excellent list was included in the NCL final report after interviewing had been completed.

One student interviewed had no course since fall, 1978. Another had not taken a course for four years. There seemed to be much difficulty in trying to work full-time and schedule the courses. Although a high priority in the proposal, the extended MSW degree program did not work for all candidates. A remark like, "I wanted to take courses in the evening, but courses aren't offered at night. I had the initial impression I could get courses in the evening," is not uncommon.

Seven Temple students were located in social service agencies and interviewed. All were in the MSW program at some stage. Despite their complaints about the difficulties of getting needed courses while working, all seven felt that the courses were indeed useful in their work and had contributed to changing their behavior on the job. Of four supervisors responding to the similar question, two said they could see behavior change on the job and two said not. This suggests that not all behavior change is noticeable. In some cases, change was internal; students felt more confident in their work. Supervisors of two students felt Temple was useful in providing education to improve agency services, the supervisor of two others disagreed. A comment from one of the positive supervisors may help to explain the difference. "... the things they have learned have impacted in administration, not direct services. Temple is strong in administration, less in direct practice." Interview results of MSW students and their supervisors give a varied picture. The courses are seen as useful, at least in administration, but students have problems scheduling them while continuing their jobs full-time.

It is unfortunate to the completeness of this evaluation that BSW, including NCL, students' names could not be made available during the spring when the interviewer was under contract. It would be informative to take a random sample of NCL students to gain independent support for the positive assessments given in the final report.

University of Pennsylvania

The School of Social Work at The University of Pennsylvania is a graduate school with programs leading to MSW and DSW degrees. Penn received Title XX funds for a January to December program in 1979 and for January to June 1980.

The 1979 proposal was intended to meet the educational needs of workers with the elderly and children. The first component proposed to develop curricular materials and teaching aids in the form of case records to improve the curriculum for preparing workers to assist the elderly, with emphasis on the needs of the minority elderly. Continuing education for staff of provider agencies is part of the aging project. The major thrust of the Child Welfare component was described as: "Teaching 'networking' of child welfare services and resources, in the classroom and in field practice with Title XX agencies and their clients. . . In addition, the development of child welfare specific content is being carried out and must be continued, to update existing materials and curriculum."

The 1980 proposal has essentially the same goals. The child welfare goal places more emphasis on developing the network, a comprehensive coordinating system in collaboration with Philadelphia DPW and Philadelphia Community College. Class and field instruction forms the context within which the networking project can be developed. The aging component proposes an emphasis on continuing education and the development of a case book on work with minority elderly.

During the first project year, three new courses were designed. "Gerontology" and "Blacks and Aging" were given during the 1979 fall term, and "The Economics of Aging" was offered in spring, 1980. Four MSW electives and two DSW electives are offered in the area of aging. In addition, the faculty is making a concerted effort to strengthen knowledge in social welfare and gerontology into all relevant areas of the curriculum.

Working with two doctoral students, faculty planned and developed a program for in-service training at the Philadelphia DPW Adult Services, intended to meet needs in management, supervision, and other topics delineated by the agency director.

The Child Welfare segment has been mainly one of development during 1979. The planning of the network went forward to include children and family services in the West Philadelphia area, to meld Philadelphia Community College students into the system and to have Penn undergraduates sign up for a course in spring term which would involve them in the work.

Throughout the year, major work in curriculum was carried out, particularly development of child welfare specific materials to be integrated into some of the courses required of all MSW students and into the foundation courses for the Family Specialization. The report included course outlines or descriptions and bibliographies for these courses.

A further result of the project emphasis on aging and child welfare resulted in 34 projects related to these areas among the professsional research projects required of all second year MSW students.

The staff self-evaluation for this year follows:

> The development of curriculum and its current future implementation has been a major source of enrichment in the educational program for masters degree students. The addition of new courses has been greeted enthusiastically by students; content specific courses become increasingly important as students focus their interest in a specialized field. Conversely, integration into required courses of general knowledge in child welfare and aging builds a broadened knowledge base for all students. The integration is far from complete, but it is being worked on continuously in faculty work groups.
>
> . . . . . .
>
> A major problem is deciding what, in the so-called knowledge explosion, must be taught and in what sequence. The development of professional judgment in students becomes paramount so that the student can increasingly make wise decisions on his own in relating new theories and skills to his own theory and skill base. Thus, curriculum development in social work includes not only the addition of discrete content areas, but also teaching the student how to analyze, evaluate, and adapt new knowledge and skills and helping him to remain aware of his own learning patterns, his attitudes towards change in himself and of how he works professionally.
>
> Faculty awareness of all this is heightened through regularly working on curriculum. This is another plus from the Project.
>
> . . . . . .
>
> Altogether, the Title XX Project has enriched the school's program immensely, building in pieces of enduring value. Among the most exciting features of the project are the gradual, but definite, linkages developing between the school and the Title XX agencies.

The final report for the 1980 grant included three evaluations:

(1) Program Evaluation of the Grant by Phillips

(2) Evaluation of the Continuing Education Program by Widman.

(3) Childrens Action Network by Cannon.

Phillips' evaluation report focused on the aging segment of the curriculum development. This evaluation reports that "aging-specific content in general and for the minority aged in particular has been. . . infused and developed within and for the school's curriculum." At least 200 students will be informed about the aging process and 30 will specialize in gerontology. A 39-question questionnaire was used to obtain data from a random sample of 38 students in three courses, #616 (generic and specific), #672 (aging-specific) and #686 (indirectly related to the aging process). The 33 students who responded (86 percent) provided data on most items, but seven questions

were eliminated because of poor response rate. The results of the questionnaire show that on a seven-point scale, the average evaluation of the courses on aging was 5.6. The mean scores for overall goal obtainment were 5.2 for course #616, 5.5 for #672 and 5.9 for #686. The means for all three courses were between 6.0 and 7.0 for integration of course content and presentation, indicating that the instructors and courses are seen as extremely effective. From this evaluation it appears that the goals and objectives of the grant have been effectively achieved in the area of the aging.

Widman reports an evaluation of a continuing education seminar, "Management Skills for Supervisors," in four two-hour sessions. A modified time series design was used in which data was gathered in the form of pre- and posttests for sessions 1, 2 and 4 and two post-seminar satisfaction questionnaires given six weeks later to participants and instructor, respectively. It is easy to say the objectives stated that the seminars would be offered and each session would be offered and each session would include specific materials. Indeed this happened. However, the pre-posttests did not show any statistically significant gains, and, in fact, one showed a loss, also statistically insignificant. On a scale of 1 to 5, the overall mean score of 1.31 on the satisfaction questionnaire indicates dissatisfaction. It appears, then that the seminar proved unsatisfactory to participants. In addition, nothing can be said with regard to the learning of the participants because no baseline data was obtained. Widman says that conclusions concerning the effectiveness of the seminar as a continuing education program can be made only if the seminar is revised and retaught.

The Children's Action Network (CAN) project attempts to develop a networking system (among the Title XX agencies in West Philadelphia) for care of children at risk and their families. Cannon reports an evaluation by Goal Attainment Scaling of the goals and objectives for the Planning, Phase I of the project. Using this method, Cannon found that slightly more than the expected outcomes were obtained. She also points out that objectives were not written until about the midpoint of the project, and some adaptations in the project were necessarily made. She concluded that if participants had had a clearer understanding of project goals, objectives and their role expectations and if better communication had extended to all participants, the project could have reached an even higher level of attainment of project goals and objectives.

These three evaluations (Phillips, Widman and Cannon) are well planned and executed. This is not to say all instruments or designs used were ideal, but the authors recognized the limitations and gave honest evaluations. Although not all evaluation results were positive, it appears that Penn has achieved the proposed objectives in aging and child welfare as well as could be expected to the present time. Some of the activities necessarily extend over some future period of time.

The interview results from Penn students, contacted with some difficulty, are more applicable to the entire School of SW than to the particular Title XX grant program. In essense, they are mixed, but more good than bad. The majority opinion was that courses are useful, employees show effects of the courses in their work, and in most cases, students would be hired if there were an appropriate opening. There was some thought among respondents that Penn's emphasis on administration was not all bad, but it had resulted in a lack of clinical (or direct service) skills among some students. This was mentioned as a problem by both students and their agency supervisors.

In sum, it can be said that University of Pennsylvania met the goals of the Title XX projects in which it participated.

University of Pittsburgh

Pitt had grants for three separate programs: "Title XX Related Curriculum Development, Classroom Instruction and Field Instruction" from April, 1, 1979 to June 30, 1980; "Extended Master of Social Work Program, July 1979 to June 1980; and "Title XX Related Graduate Social Work Training in Aging," funded through the Department of Aging for the 1979-80 year.

(1) The proposal on Training in Aging had as its major thrust "to continue the enrichment of the Social Work postbaccalaureate specialization in aging." The overall objective was to continually supply graduate trained social workers for the DPW and its provider agencies serving the elderly in the Western Region. The proposed program included activities in classroom instruction, in problems of aging, needed knowledge and skills, curriculum development to address needs of several types of particularly vulnerable elderly clientele, development of field instruction units in cooperation with agency personnel, and student-faculty development of training materials in aging.

Activities in support of this project included 18 students in the process of completing the course and field work requirements for the aging specialization, eight doctoral dissertations on topics in aging, nine MSW students doing independent study in aging, six innovative field placements in industries which have aging clients, revision of five regular courses to include additional specific material on problems of aging, development of a new course focusing on problems of vulnerable groups of elderly (the very old living alone and the nonwhite, women, rural, poor or functionally impaired elderly), identification of three field practicum settings for units of three to five students, and development of teaching materials including the "Age Game" and papers on Chronic Organic Brain Syndrome.

Instruments used to evaluate some of the aging courses (pre-posttest "Myths and Realities in Aging"), the MSW curriculum (Cluster evaluation questionnaire) and field placements ("Student Evaluation of Field Placement Form" and the school's standard evaluation of student progress in field placement form) are included in the final report on this project; however, no summary of the results of these or any other evaluation is included in the report. All the final (and only) report reveals is that probably the projected activities did occur as proposed, and this is apparently true even though the notification of funding did not occur until late in the year.

(2) The other two proposals were extended to October 1980. The major goals of the Title XX Related undergraduate project included development and implementation of curriculum in Human Behavior and Social-Cultural Environment and in Basic Interventive Methods and development of a Title XX related field instruction program for about 12 students. Both curriculum and field instruction would be developed in cooperation with Title XX service providers in the Western Region.

Activities reflected in quarterly progress reports up to April 15, 1980 included mostly planning activities, placement of four students in three agencies and conduct of field practicum seminars for these four students, and offering of the planned course in Human Behavior and Social Environment.

The final report summarizes the student ratings of the teaching, the course content and of their own course performance in three sections of the course, Human Behavior and Social Environment. The teaching was rated as competent to very good. The course was seen as satisfactory, but the textbook was considered not closely related to the course content.

Although only four student placements were discussed in quarterly reports, ratings of 58 students were summarized in the final report of field instructor ratings in areas of knowledge, values, skills and professional management. The statistical mode of all 40 of these items was 5 on a five-point scale and the mean was above 4.5. This would indicate that all or almost all bachelor's program students were excellent in field work.

(3) The project on the Extended Master of Social Work (EMSW) program proposed to develop a four-year pilot program to enable workers in public human service agencies to completely fulfill graduate degree requirements on a part-time basis. The program and services would be offered on selected evenings and on Saturdays. The first six months would be devoted to initial developmental phases of the program and the following three and a half years to implementation.

Because of lateness in funding, the first quarterly report described planning meetings and activities as expected, but also a request to delay the entrance of the first students until September 1980. Other quarterly reports through July 15 indicate continuation of planning and administrative activities, interviewing and screening of 62 applicants to the EMSW program, and enrollment of 31 students for the first class in the fall term of 1980.

The final report states that EMSW program was officially launched in September, 1980 with the admission of 30 students to the School of Social Work. The program emphasis for all of these students is Poverty and Associated Problems in the urban context. This pilot curriculum is designed to lead to a MSW degree in three and a half years of part-time study, three years if the student takes advantage of summer session offerings. The advantage for students in the program is that they can maintain their full-time positions.

The University, with the sanction of the Council on Social Work Education, is placing a heavy emphasis on research in this project. The longitudinal research, based on a 146 item instrument administered to all entering students, seeks to compare the entering and outcome knowledge of students in regular and extended MSW programs.

The final report gives results of several evaluation procedures. The Professional Profile Survey given to entering graduate students showed that the EMSW students generally outranked regular MSW students in areas of General Practice Skills, Knowledge of Social Welfare, Knowledge of Human Behavior and Knowledge of Urban Analysis. Only in Research did MSW students do slightly better than EMSW--in a nonsignificant amount.

A student evaluation of the Urban Analysis course by 22 students showed they found the course relevant to their present jobs, but even more relevant to future career goals. They also felt they were required to study more but learned slightly less, on the average, than most courses. Instructors were rated as competent or above average on most dimensions. No other course evaluations had been completed by the time the final report was written and submitted.

In summary, it can be reported that Pitt fulfilled all three contracts under Title XX in a satisfactory manner as shown in the final evaluation reports.

West Chester State College

West Chester's 15-month project had curriculum development and instructional goals. The program was designed to develop and implement specific curricula, based on agency needs assessments, to help direct service employees in their work with mentally ill clients. The courses would include development of skills of handling crises and dealing with the hostility, confusion, disorientation, and limited functioning of these clients. Both intensive workshops and 15-week courses were planned; extension courses were planned for county Boards of assistance, mental health/mental retardation centers, senior centers and other Title XX provider agencies. All materials developed would be maintained in a permanent training laboratory at the college and would be easily accessible to provider agencies.

West Chester conducted needs assessments of training needs in mental health agencies in Montgomery, Chester, Delaware, Bucks and Philadelphia Counties. Courses in "Mental Health: Implications for Social Work Practice" and "Social Problems and Programs" were developed to meet some of the training needs and were offered in the 1980 spring semester for advanced students and agency employees. This has been an effective bridge from theory into practice. Most of the work, however, was concentrated on development and delivery of training modules for in-agency training. Eight-hour, 16-hour and 24-hour courses were conducted in a number of agencies throughout the area. The courses most often requested were variations of interviewing and interpersonal communication skills of various types in case management, casework management with groups and workshops in areas of hard-to-manage clients and worker burnout.

All workshops and courses were evaluated by students at the end of the course and usually in a follow-up session designed to assist workers in making practical use of the skills and information as well as to assess the usefulness of the course. These evaluations were generally good to excellent, testifying to the success of the trainers in overcoming much initial hostility and/or disinterest in cases where the workers were directed to take a course against their will. It is also evidence of the success of the pre-training involvement of students/workers in helping to plan some of the course objectives and the trainer's use of a wide variety of training techniques which combined to produce an effective educational experience, well-fitted to the participants' needs.

Another evidence of workshop/course success is the receipt of a number of letters from agency administrators expressing appreciation for the courses and also requesting additional seminars/courses for the summer months. As a result of a time extension for the project, 13 short courses were given at the college during the pre-, post- and regular summer sessions. Eight new courses, including several which were taught during the summer sessions, were developed in response to a spring needs assessment. And courses were given at the Montgomery County MH/MR Case Management office, the Pottstown Community Counseling Center and North Central MH/MR Centers.

The interviews conducted by a state evaluator in two agencies revealed some contradicting results. It seemed apparent that morale was not the best in both agencies, and this may have influenced the response to interview questions. Workers and supervisor in one agency seemed to be saying that the course was useful, but not exactly what they had indicated as needed on the needs assessment. Other staff were much more enthusiastic, suggesting they received not only valuable information but also a morale uplift. The instructors' enthusiasm and warmth spilled over and affected agency staff. In some courses the material provided was a review for professional staff but seemed to be particularly useful for paraprofessionals. Although the interview response was not a unanimous glowing testimonial, it is predominantly positive, even enthusiastic, indicating that the courses developed and presented to mental health agencies were indeed worthwhile.

In sum, the West Chester contract has been satisfactorily fulfilled, and useful courses for Title XX service providers have been given in a number of agencies as well as on the college campus. It must be concluded that this project has been successfully implemented as proposed.

CONCLUSIONS AND RECOMMENDATIONS

During the years from 1978-1980 the Pennsylvania Departments of Public Welfare and Education used training monies from the federal Social Security Act, Title XX to fund over 20 educational programs in 14 colleges and universities. The proposals were approved by DPW staff, and programs were monitored by PDE personnel.

Conclusions

The major difficulties common to all programs were due to funding patterns. The delay in approval and funding at the beginning of the program caused many difficulties to the contractors: programs were late in starting, personnel could not be hired to begin the school year, and many changes had to be made in some programs because of the time factor. The mid-year action by Congress to limit the amount of appropriation available for training and educational programs at the end of the 1979-80 academic year also was a matter of grave concern for this long-term educational effort. The notice of this action caused an immediate reaction among the projects, many of which were at the beginning of projected three-year programs. New staff could not easily be hired without the expectation of continued employment after six to eight months. Minor changes were made to reassign current staff or to complete some portions of the proposed project resulting in usable products.

This evaluation/summary report shows that significant amounts of educational and developmental work has been accomplished. An assessment of educational and training needs of Title XX service providers has been accomplished in many areas of the state. Innovative and creative methods for providing this education and training were developed. New and revised courses, teaching materials and publications were prepared. In sum, an enormous amount of educational products and activity resulted from this Title XX program.

One generalization seems safe: It is apparent from the final reports as well as the monitoring procedure that more innovative activity and useful products resulted from the smaller grants. The largest grants were used mainly for teaching, revising and administering social work programs already underway; the grant funds supplanted rather than supplemented other funds, usually state appropriations. The smaller grants were actually used as supplemental funds and provided new programs or staff time and supplies to develop significant new teaching programs and materials.

Recommendations

While many conclusions and recommendations could result from this project, two are outstanding.

> The Pennsylvania Department of Public Welfare should continue to fund long-term educational programs at colleges and universities within the Commonwealth.
>
> This program can supply needed service to the local DPW offices and Title XX service providers in keeping their personnel abreast of advances in the field and providing training in needed skills and knowledge.

35

DPW should begin a competitive funding program with $100,000 maximum per grant in order to get the greatest returns for the money expended.

The experience of this project has been that small grants produced as much as or more than large ones. (Funding of the major universities, which produce the largest number of graduates per year as well as major research efforts, belongs in the regular state appropriation program, and this funding should be strongly promoted by the Department of Public Welfare to keep this source of professional social workers.)

APPENDICES

Appendix A

DATE_____
INTERVIEWER___

TITLE XX INTERVIEW GUIDE
Agency Employee Taking Classes

STUDENT _____ SCHOOL_____
COURSE(S)_____
WORK SITE_____ STUDENT'S POSITION_____
IMMEDIATE SUPERVISOR_____ POSITION_____

I. Supervisor of Student-Worker

1. How long have you supervised this worker?_____

2. Are you aware he/she has been taking educational courses? Yes___ No___

   a. to what extent were you involved in helping this worker identify educational needs?

	It was my recommendation	Quite involved	A little--we occasionally discuss educ.	Not at all
	1	2	3	4
b. Select courses?	1	2	3	4

3. Can you see any change in his/her behavior on the job? Yes___ No___
   Please explain. If no explanation, ask one or more of these questions:

   - Have the student's duties changed?
   - Is this person ready for a promotion?
   - Do you see reports of his/her effectiveness in dealing with clients? Any change?
   - Is there any change in the employee's attitude?

4. IF CHANGE: In your judgment, is the observed change probably due to the course work, or is it more likely due to experience on the job?

5. Has your agency found this college or university useful in providing desired training or education needed to improve or maintain your services here?

II. Student-Worker

Introduce self and verify student information on supervisor interview guide.

1. How long have you worked in this field? _____ In this agency? _____

2. How many courses have you taken from this school? _____

3. Are you working for a degree?

   No ____ Yes ____ What? _____

   If no, are there any financial incentives or other advantages to taking college work?

4. Have you found these/this course(s) useful in your work?

   Yes ____ No _____

   If yes, in what ways has it been helpful?

   If no, please explain

PROBE: How have your duties changed?
How do you act differently?
How has your interaction with your clients changed?
Do you feel any different about your work?
How about relationships with your colleagues?

5. If there is a change: Do you think these changes are due to the courses or to other factors such as experience, maturity or help from agency here?

6. Are you continuing to take courses? Yes ____ No ____

7. Would you recommend any of your recent course(s) to a friend in the business?

   Yes ____ No ____ Which ones?

Appendix B

TITLE XX INTERVIEW GUIDE
Full-time Students in Field Placement

DATE_____
INTERVIEWER_____
PLACE_____

STUDENT_____ LENGTH OF PLACEMENT IN THIS AGENCY_____
SCHOOL_____ COLLEGE SUPERVISOR_____
AGENCY SUPERVISOR_____ HIS/HER POSITION_____

I. Agency Supervisor

1. How long have you supervised this student?_____

2. In a few words, what type(s) of work did the student do for you?

3. Did the student have adequate preparation for agency work? Yes___ No___
Explain.

4. What specific skills or knowledge did the agency have to help the student develop before he/she was useful to the agency?

5. After student was oriented to the agency, did he/she provide a needed service?
Yes___ No___ Will this activity continue after the student leaves?
Yes___ Who will do it, how will it be done?
No ___ Explain (e.g., onetime activity which is completed).

6. What were your supervisory duties?

7. Was the service worth the training and supervisory time used? Yes___ No___
Explain.

8. How was the college involved in supervision of the student's agency work?

9. Would you hire the student if you had an opening? Yes___ No___

If so, for what position?

10. In general, does having students benefit the agency?

40

Any general comments?

Appendix B (continued)

II. Student (who is completing or has completed field placement)

1. When you had been in the agency a few days, long enough to find out what was expected of you, how did you feel about your college preparation for field work?

2. In what specific ways did you change the most while in the agency?
   - o Skills developed
   - o Attitudes changed or realized
   - o Knowledge and/or understanding gained

3. What was your major service to the agency?

4. What type of position do you plan to take, if you can choose?

   Did your field experience influence that decision? Yes___ No___
   How?

III. College Supervisor

	Low				High
1. On a scale of 1 to 5, considering all your experience with field placements, how would you rate the opportunities available in this agency to develop professional attitudes and skills?	1	2	3	4	5
2. On the same scale, how effective was this student in using these opportunities for professional development?	1	2	3	4	5

3. Given a choice, will you use this agency again as a field placement? Yes___ No___